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ure of nature to satisfy our ideal of independent and self-sufficient existence, it is evident that the reasoning by which Professor Hocking establishes the existence of God as the reality we must know in this experience proceeds on the assumption that the distinction I have said is vital to Professor Hocking's doctrine does not really exist. The underlying assumption of this part of the argument is that experience and idea are in subject-matter and scope identical, the idea being but the report of the experience. Now, this relation of idea to experience creates a dilemmic situation for Professor Hocking's argument. If that relation is one of identity, as one of his lines of proof clearly assumes, in the other line of proof,—that which sets out from our perceptive experience,—Professor Hocking has in reality presented no proof whatever; he has only given a description of our cognitive experience; he has merely made a series of statements about that experience, no one of which can claim objective validity.

I think the right conclusion of the matter is that Professor Hocking has not shown that we necessarily know God in our experience of nature. This somewhat novel attempt to open a pathway through our human experience to a transcendent and divine reality is hardly successful.

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# SOCIETIES

## THE TWENTY-THIRD ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

THE twenty-third annual meeting of the American Psychological Association was held in Philadelphia on December 29, 30, and 31, at the University of Pennsylvania, in affiliation with the American Association for the Advancement of Science and the Southern Society for Philosophy and Psychology. Joint sessions were held with Section L and with Section H of the A. A. A. S., and with the Southern Society. In addition to these joint sessions, Section L had an unusually full series of daily programmes, a larger number of the papers being of distinct psychological as well as educational interest. The meeting was well attended. About one hundred were present at the annual banquet and many not in attendance at that time appeared later.

Among the special features were the exhibit of apparatus and teaching materials, in charge of Professor Twitmyer; the report of the Committee on the Academic Status of Psychology, by Professor Warren; the demonstration and discussion of the introspective method, led, by special invitation, by Professor Baird; the address of the president, Professor R. S. Woodworth; the address of the retiring vice-president of Section H of the A. A. A. S., Professor W. B. Pillsbury; the annual dinner and smoker; and the visit to Vineland.

At the annual business meeting Professor John B. Watson was elected president for the ensuing year, and R. P. Angier and W. D. Scott were elected to the Council, to succeed Max Meyer and Margaret F. Washburn. R. S. Woodworth, H. C. Warren, and J. R. Angell were elected to constitute the new nominating committee. The special committees on Class Experiments, Prizes, and Relations of Psychology and Medicine, reported progress and were continued. The report of the Committee on the Academic Status of Psychology was accepted, and its recommendations adopted, with slight changes. These are, as adopted:

"(1) That a standing committee of the association be appointed to continue the work of this interim committee.

"(2) That at the next annual meeting of the association some topic be chosen for discussion which bears on the teaching of psychology.

"(3) That the association adopt the principle that the undergraduate psychological curriculum in every college and university, great or small, should be planned from the standpoint of psychology and in accordance with psychological ideals, rather than to fit the needs and meet the demands of some other branch of learning."

The report of this committee was presented in a printed pamphlet of 28 pages, copies of which were distributed during the meetings. A recommendation of the council was adopted, to the effect that a special meeting of the association, for the purpose of reading papers, be held August 2–7, in San Francisco, in connection with the Panama Exposition. A special committee, consisting of G. M. Stratton, Lillien J. Martin, and Warner Brown, was appointed to take charge of the arrangements for this special session. The question of the meeting-place for 1915 was left to the council with power, invitations having been extended from Columbus, Ohio, and from Ann Arbor, Michigan. It was voted not to accept papers for the annual programme unless summaries be sent with titles, before the programme is drawn up. The following were elected to membership in the association: I. E. Ash, Ph.D., assistant professor of educational psychology, Ohio University (Athens); C. H. Bean, Ph.D., late assistant professor of psychology, Indiana State Normal School; E. G. Boring, Ph.D., instructor in psychology, Cornell University; J. C. Chapman, Ph.D., assistant professor experimental education, College for Women, Cleveland; H. W. Chase, Ph.D., professor of philosophy and education, University of North Carolina; P. W. Cobb, B.S., M.D., physiologist, Nela Park; H. T. Eno, A.B., LL.B., Princeton, N. J.; J. M. Fletcher, Ph.D., professor of psychology, Tulâne University; S. Froeberg, Ph.D., professor of philosophy and psychology, Upsala College; K. S. Lashley, Ph.D., Johns Hopkins University; F. N. Maxfield, Ph.D., assistant professor of psychology, University of Pennsylvania; W. R. Miles, Ph.D., Carnegie Nutrition Laboratory; D. Mitchell, Ph.D., instructor in psychology, University of Pennsylvania; H. T. Moore, Ph.D., instructor in psychology, Simmons College; Josiah Morse, Ph.D., professor of psychology and philosophy, University of South Carolina; F. A. C. Perrin, Ph.D., instructor in psychology, University of Pittsburgh; F. O. Smith, Ph.D., assistant professor of psychology, University of Utah; T. F. Vance, Ph.D., assistant professor of psychology, Ames, Iowa.

At the apparatus and teaching materials exhibit were demonstrated a four-spindle color-mixer (G. F. Arps); an apparatus for testing visual sensitivity to contrast in animals (H. M. Johnson); an apparatus for serial exposure in memory experiments (E. H. Cameron); a puzzle-box, a new form of mirror-drawing apparatus, and a mirror frame for observing eye movements (F. N. Freeman); a demonstrational color-mixer and a universal puzzle-box (M. Bentley); a tachistoscope (F. C. Dockeray); a self-recording dynamometer (H. C. McComas); pictures of psychologists and proposed class experiments (E. A. Kirkpatrick); a new form of maze for human and animal learning, and a device for controlling and applying the stimulus in experiments on pressure sense (C. H. Bean); and outlines and manuals for applied, abnormal, and experimental psychology (H. L. Hollingworth).

The programme as a whole was characterized by lack of distinct specialization and by the complete absence of any Freudian titles. The most prominent topics were the learning process, mental tests, and analysis of the thought processes.

At the session for physiological psychology Thorndike's report of experiments on efficiency in performing tests under varied conditions of humidity, temperature, motion, and composition of the atmosphere provoked considerable discussion. The speaker reported that both gross efficiency and rate of improvement were found to remain unchanged with these variations. Changes in comfort were reported, which seemed to depend on heat rather than on stagnancy. Experiments now in progress are designed to study such factors as inclination, the effect of prolonged bad conditions, secondary effects, etc. Discussion centered about the various meanings of the word "efficiency," the possibility of undetected physiological results, and the general importance of work of this type. G. V. N. Dearborn, in

"Notes on Affective Psychology," advocated the abandonment of the traditional classifications of feelings and emotions and proposed a kinesthetic theory of feeling in which unrestrained impulses to movement were given special importance. S. I. Franz presented data indicating considerable variation in distribution of the motor centers of the brains of monkeys and cats. These variations show no relation to brain sizes and suggest the probable variability of brain organization. The data were also related to reports of similar effects from different lesions and to reports of variable results from the stimulation of the same cortical point. The paper led to general discussion of the limits of our knowledge of the facts of localization and neural functions. E. E. Southard gave a brief review of his work on the relation of hyperkinetic symptoms to lesions of the optic thalamus. New arguments were presented concerning the association of mania with irritative lesions of the hinder part of the cerebral cortex, the sensorial origin of hyperkinetic symptoms, and the peculiar value of the in-taking nervous mechanism for behaviorism. Special use was made of the concept of "decomplication," indicating a degenerative process which does not destroy the main nerve routes, but concerns mainly the collaterals and the "sponge" material. N. H. Harvey reported cases of paramnesia, with their common characteristics, distinguishing paramnesia from other memory illusions by defining it as a case of recognition without recall. Raymond Dodge reported on the selection of tests and methods used in the investigation of the effects of alcohol, conducted by the Carnegie Nutrition Laboratory. Special emphasis was given to the interpretation and significance of measures of work and reaction. A general report of the effects of moderate dosage on the tests selected was also presented.

At the session for mental tests R. M. Yerkes compared the results of the point-scale method of measuring mental ability with the results of measurement by the Binet-Simon procedure and announced plans now in progress for a universal point-scale in which the same tests may be used for all ages, and which, instead of giving a single coefficient, will analyze the mental characteristics into receptive, affective, reproductive, and thought categories. T. H. Haines discussed the advantages of the Yerkes-Bridges point scale as shown by the study of 200 delinquents. General agreement is found with the results of the Binet tests, but the point scale is more accurate for the lower and higher ages especially. E. K. Strong, Jr., had correlated the Binet measurements of 50 children, 10 to 12 years old, with their performance in five simple standard tests (opposites, form-board, etc.) and had found high positive coefficients. Thorndike, in this connection, reported other cases of similar results, from all of which he concluded that the Binet scale, while being a valuable test for intellect as manifested in reacting to words and word relations presented orally, is no more general in character than various other tests. Rudolf Pintner gave the results of an elaboration and standardization of the Knox Cube and Feature Profile tests. In the Cube test useful norms were established for 5, 6, 7, and 10 years. The Profile test, as modified, was found to be a significant 10-year test. The Cube test, in particular, seemed from the discussion of Pintner's results to have been found generally interesting and useful. A. T. Poffenberger, Jr., in a study of "The Influence of Improvement in one Simple Mental Process upon Related Processes," indicated that (1) where there are no identical bonds between stimulus and response in the two processes there will be neither transfer nor interference; (2) where there are identical elements in the two processes or where a given process involves one or more bonds previously formed there will be a positive transfer effect; (3) where one test necessitates the breaking of previously formed bonds and the formation of new ones there will be interference.

Two sessions were held for experimental psychology. J. W. Baird gave a demonstration of the introspective method, selecting as his specific topic the process of arriving at a general concept or definition. Pictures of a hypothetical animal type were presented to the observers, who were asked, from time to time, for accounts of the contents and course of consciousness, for a definition of the objects presented, and for descriptions of the process of evolving this definition. S. Carolyn Fisher presented a paper setting forth the results of a more elaborate investigation of this problem. Generalization and abstraction are found to depend not so much on the presence of any particular content, but on the characteristic "behavior" of such contents as are present, the attitude taken toward them, their modes of development, readiness, etc. Samuel W. Fernberger finds that the comparison judgment is not characterized by any special structural content. Stages in the process of mechanization and development of the process of comparing are genetically traceable, marked by changes in adjustment, set, and direction of attention. Elizabeth L. Woods reported an experimental study of the process of recognizing, at different stages of its mechanization. Recognition is found to be relatively independent of such factors as structural content and affective tone. It is especially characterized by preparedness to recognize, perception of some clear feature of the stimulus, and appropriate reaction. The experience is entirely functional, a process or orderly sequence, rather than a moment with definite content. Christine Ladd-Franklin reported experiments by herself and Dr. Poffenberger, in which six to eight color discs are exhibited which are all practically equal in intensity and saturation, but just noticeably different in color tone. With the proper choice of a series of colors they have found that all observers can distinguish between those which have and those which have not the character of blendedness. This leads them to reaffirm the distinction between psychologically unitary and psychologically non-unitary colors or color blends. Eleanor McC. Gamble's paper on "External Localization in Memorizing Verbal Material" the reporter did not hear, and no abstract was secured. Prentice Reeves, in studying individual differences in choice reactions among 59 subjects, found a positive correlation between simple reaction and association time, but none between the latter and choice reaction. No correlation was found between variability and tendency to false reaction; the correlation between right and left hand reactions was small. Kate Gordon's paper on "Memory for Musical Sequences" compared ability to memorize short musical sequences of tones, reversals of these sequences, and similar sequences of nonsense syllables. With most observers the musical material was more easily learned and longer retained. There is thus an indication that the musical sequence of tones constitutes a logical meaning or significant structure. Individual differences, correlations, and vocational suggestions were presented. A. P. Weiss reported preliminary experiments on the vowel character of tuning-fork tones, which support Koehler's law ("the quality series of the phenomenal tone system are limited by absolute supra-liminal differences and each octave is more than one octave distant"), providing the definition of "quality" be taken to be "vowel character." E. H. Cameron's results on the effects of practise on singing and discriminating tones indicated that good discrimination does not imply ability to reproduce, that practise decreases variation, that there is no transfer from practise in singing one tone to singing a different pitch, and that practise in singing tones of a given level is accompanied by improvement in discrimination at those levels which were practised. L. R. Geissler's experiments on the influence of expectation on sound localization disclosed, in quantitative form, the effects of different types of instruction and suggestion, and revealed various constant tendencies and individual and group differences. H. C. McComas, in studying fluctuations of attention to faint visual and auditory stimuli, finds no correlation with rate of respiration; correlation is found between variabilities in the cases of visual and auditory fluctuation; large individual differences are present; and there is found a tendency for fluctuations to increase during the sitting. The responsibility for many of the results of such experiments is assigned to suggestion. G. F. Arps described in detail an elaborate investigation of the influence, on ergographic efficiency, of knowledge of results, this factor being attended by an increase of ten to thirty per cent. over the performance under conditions of unawareness of results. Garry C. Myers reviewed previous work and presented new data on "the obliviscence of the disagreeable." He suggests that the evidence so far adduced shows only the tendency to express the agreeable and to inhibit expression of the unpleasant, under the conditions of social constraint. K. S. Lashley's paper dealt with the characteristics of practise curves recording the acquisition of skill in archery, and comparing various methods of distributing trials. Short practise periods were found to yield better results than more concentrated effort, with fairly direct progression from the most concentrated to the most scattered procedure.

Animal psychology was represented by only three papers. R. M. Yerkes described a plan for arranging reactive mechanisms with identical problems, for a variety of animal forms. Photographs of some of these, in the form of serial arrangements of exits, for the study of pigs and crows, were exhibited. A. H. Sutherland described an attempt to study number perception in the dog, which was interrupted by the development of rhythm and position habits. H. M. Johnson reported a comparison of chicks, monkeys, and human beings in the discrimination of differences in the width of bands of illumination produced by a specially devised grating.

Under the general topic of abnormal psychology H. H. Goddard described two recent cases of criminal imbecility, pointing out the intelligibility which is contributed to such cases by psychological examination of the individuals concerned. E. A. Doll's paper on "The Value of Anthropometric Measurements in the Diagnosis of Feeble-mindedness" was the only other paper bearing directly on abnormal psychology, aside from those concerned with the application of mental tests.

At the joint session with Section L of the A. A. A. S., Stuart H. Rowe presented a series of questions concerning foreign-language teaching which seemed to be answered by various psychological principles or their more or less immediate applications. E. A. Kirkpatrick's finding of great differences in the relation of initial and final performances of individuals in practise tests led him to suggest that all who make practise tests give special attention to the question of these relations. S. S. Colvin's report of a preliminary study of learning to operate the linotype compared the case of experimental learning with the ordinary procedure, showed absence of transfer of spelling and punctuation skill from proof-reading to linotyping, and suggested the disastrous result of attempting to introduce a complex act of skill when the simple acts are not yet mechanized. Studies of learning curves of normal and abnormal children were also reported, and the suggestion made that a fruitful field for the study of transfer may exist in the learning processes of the feeble-minded. M. E. Haggerty exhibited a set of learning curves and W. V. Bingham presented a set of norms for college freshmen. Bird T. Baldwin's paper gave the results of a consecutive study in mental retardation and formulated a method of approach from the psycho-etiological point of view, with particular reference to type cases of cerebrospinal meningitis. Margaret L. Cobb reported a study of family likeness in arithmetical abilities, based on examination of 20 children and their parents. Tentative conclusions were to the effect that a child may be expected to show the arithmetical abilities of either of its parents, but of one only, and this likeness is probably hereditary.

At the joint session with the Southern Society George A. Coe pointed out that functional analysis of mind requires a classification of functions, just as structural analysis requires a classification of elements. Various approaches to such a functional classification were compared and the speaker proposed a classification including eleven functions, grouped under the two heads, "biological" and "preferential." Paul R. Radosavljevich offered a series of corrective comments on the psychology of Slavic people. Madison Bentley described a method of studying and analyzing dreams, adapted to seminar use, and distributed outlines of the general plan. W. T. Shepherd reported on the results of a questionnaire sent to children and asking for expressions of their ideas and feelings on various religious conceptions. The papers of T. V. Moore on "Temporal Relations of Meaning and Imagery," Tom A. Williams on "The Craving for the Supernatural," and J. S. Harrison on "The Master Motive in a Theory of Knowledge in the Light of Evolution" were also read at this session. The reporter was unable to be in attendance during part of this session and failed to secure abstracts of these three papers.

The address of R. S. Woodworth, retiring president of the Amercan Psychological Association, on "A Revision of Imageless Thought," sketched briefly the history and present status of the problem and abounded in fertile and systematic suggestions, based on recent experimental data. The address is to be published in the March number of the *Psychological Review*. An appropriation was voted to cover the cost of distributing copies of this address to members of the association.

The address of W. B. Pillsbury, retiring vice-president of Section H of the A. A. A. S., was on "The Function and Test of Definition and Method in Psychology," and was a plea for the greatest liberality and freedom in the use of both definition and method. The speaker urged that definition and method should grow out of the actual work of the science, rather than be determined by any *a priori* considerations. This address is to appear in *Science*.

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## REVIEWS AND ABSTRACTS OF LITERATURE

*Education and Psychology.* MICHAEL WEST. London: Longmans, Green, and Company. 1914. Pp. viii + 341.

West's "Education and Psychology" is distinctively a book of the present day. It reflects a sociological point of view in educational theory, but one that has grown reflective and self-critical, demanding a specific correlation between known facts and working institutions. It recognizes the need of industrial education for the workman, but a form of industrial education that attempts to tally with the principles of sound pedagogy and lives in peace with the demands of the workman's leisure hours. It utilizes the results of psychological experimentation without consciousness of novelty; and, instead of presenting the data of good, bad, and indifferent experiments and leaving the bewildered and incompetent reader to choose conclusions for himself, it shows the author accepting the function of the expert and simply telling what he considers to be significant results. In it our old friend of the text-book in education, the controversy over formal discipline, has been coldly treated as a self-evident fallacy; the Boy Scout movement comes in for notice as a phase of education that deserves attention and supplementation or curtailment; and here and there one reads the influence of Bergson.

The book covers a wide field of educational problems and might well be called "Theory of Education" or "Principles of Education" instead of the more limiting "Education and Psychology." The treatment begins with a description of mental functions and proceeds to the selection of a course of study and the organization of a system of schools. But the name which the author has chosen for his book is thoroughly justified by the fact that the general educational principles that he establishes are based upon the descriptions of mental life that form the major portion of the work.

Mr. West insists most vigorously that the existing programme of education in the English elementary schools is directly contrary to that which his examination of the boy's mental life would show to be logical and practicable. It is exclusively a programme of literary studies that aims to prepare the boy for enjoying leisure time and to change the producer into the governor. The boy is sent out into life totally unprepared to take his place in the workaday world, and, by reason of his social position, is unable to exercise fully and freely either the arts of leisure or the functions of the governor. As a result, the schools turn out inefficient workers and inefficient citizens. The time of the boy's life when he is interested primarily in doing things is from about ten to thirteen. But during that period he is kept at literary work. Better reverse the order and give the